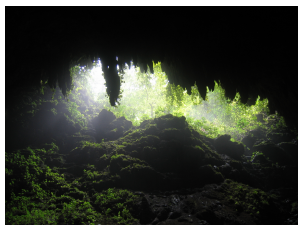


## Do you want to.....? I want/don't want...

- Do you like to (activity) in summer or winter?
- What do you prefer to do?
- What is the weather like when you (activity)?
- Are you good at (activity)? Why or why not?
- How often do you (activity)?
- Where do you (activity)?

Laura Terrill, Blue Valley 2014

## Discuss your vacation plans with your partner.



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## Develop the Role Play



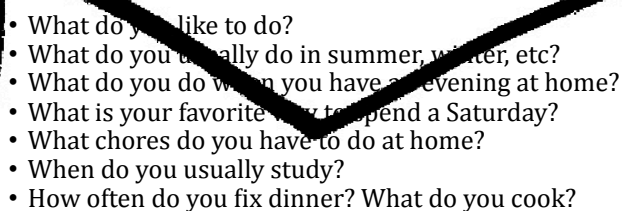
Make plans for your time in Puerto Rico.

- Discuss what you would do each day; consider the weather.
- Comment on what teenagers in Puerto Rico like to do.
- Discuss something you really want to do and something that isn't of great interest.
- Justify why you don't want to do something.

Laura Terrill, Blue Valley 2014

## Maintain the Conversation

Students try to keep the conversation going on a single topic by asking questions and commenting on their partner's responses. Each student has an envelope of questions related to the topic to pull out when they get stuck. At the end of the time limit, students want to be the partner who pulled out the fewest questions, signaling the partner who best sustained the conversation.

- 
- What do you like to do?
  - What do you usually do in summer, winter, etc?
  - What do you do when you have an evening at home?
  - What is your favorite way to spend a Saturday?
  - What chores do you have to do at home?
  - When do you usually study?
  - How often do you fix dinner? What do you cook?

Laura Terrill, Blue Valle

## Maintain the Conversation



Laura Terrill, Blue Valley 2014

## *What's different? Teach Circumlocution.*



Laura Terrill, Blue Valley 2014

## Structured Debate

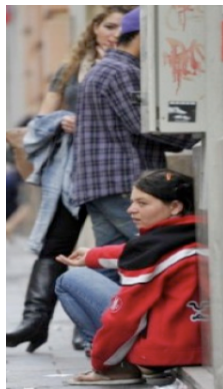
Imagine their lives.  
Where would you rather live and why?



What might cause you to change your mind and why?

Laura Terrill, Blue Valley 2014

## Structured Debate



<http://1jour1actu.com/debat/>

### Should begging be banned from downtown areas?

Beggars are being banned from downtown areas. It's against the law to beg in the streets or in public transportation. If beggars are caught, they must pay a fine of about \$75.00.

#### Roles in the debate:

- the mayor of the city
- a beggar
- a resident of the city
- a representative of a foundation that helps the poor

#### Consider:

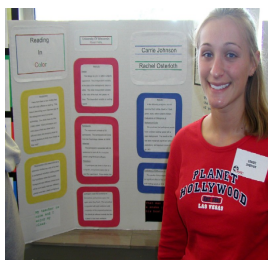
- the need to enact laws for public good
- the need for food and shelter for the homeless/unemployed
- the need to feel safe in the streets
- where the beggars go when they leave the city
- the impact of the current economic conditions on poverty

Laura Terrill, Blue Valley 2014



## Presentation Mode

Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.



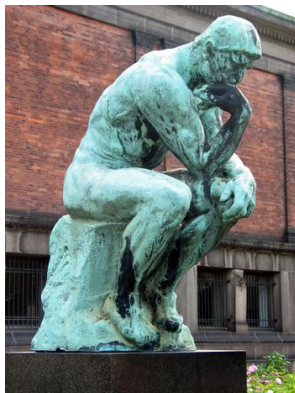
Laura Terrill, Blue Valley 2014

## Presentation Communication....

is not	is
negotiated communication.	one-way communication.
random.	practiced, rehearsed, polished, edited.
unplanned.	organized.
speaking or writing in a vacuum.	an awareness of audience (formal/informal; cultural context).
reliance on circumlocution	improved by using appropriate tools – dictionary, spell-check, etc.
speaking or writing only for the teacher.	produced for an intended audience and purpose.

Laura Terrill, Blue Valley 2014

## Writing is Thinking



Writing Makes Thinking Concrete

Laura Terrill, Blue Valley 2014

## Writers consume more than they produce.



- Read like a writer.
- “Steal” characteristics of good text.
- Imitate familiar genres.

Keep a writing log. Write about the writing itself. Copy interesting sentences and comment on what makes them effective. Consider how the author gets the reader's attention. Think about how you might use a certain technique.

Laura Terrill, Blue Valley 2014

## Teammates Consult



*What are the implications of reaching 7 billion for the Earth's population?*

Discuss with your group. Then, pick up a pen and write an answer in your own words.

Laura Terrill, Blue Valley 2014

## Write 5 sentences about summer.....



It's summer. It's hot. I love to swim. I like the beach. I like to play volleyball.

Laura Terrill, Blue Valley 2014

## Teach transitions



but  
and then  
at first  
however  
often  
later  
perhaps  
by the way  
on the contrary  
and  
briefly

also  
still, always  
as, like  
for example  
in this way  
suddenly  
because  
especially  
in any case  
finally  
now

Laura Terrill, Blue Valley 2014

## Building Blocks

*What is a sentence?*

The parrots attacked the frogs \_\_\_\_\_  
*where ?    with whom?*

\_\_\_\_\_  
*when ?    at what time?    why?*

Laura Terrill, Blue Valley 2014



## Organization

*“Herding cats.....The art of getting those ideas together, heading them out on the trail with a great sendoff; creating sequence, transitions, and a fine sense of pacing along the way; and, at the end of the drive, rounding them up.....”*

Ruth Culham

Laura Terrill, Blue Valley 2014

## An unusual event.....

1. Write an interesting topic sentence.



Sentence 2

Sentence 3

Sentence 4

2. Write a solid closing sentence.

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It was a dark and stormy night when Zapata met El Chupacabra.

—  
—  
—

Sadly Zapata learned too late that nightmares do come true.

Laura Terrill, Blue Valley 2014

## Expand a Headline

**Ce couple de  
retraités achète  
une maison et  
tombe sur un  
vrai trésor enfui  
dans sa grange**



<http://www.actupus.com/ce-couple-de-retraites-achetent-une-maison-et-tombent-sur-un-vrai-tresor-enfui-dans-leur-grange/>

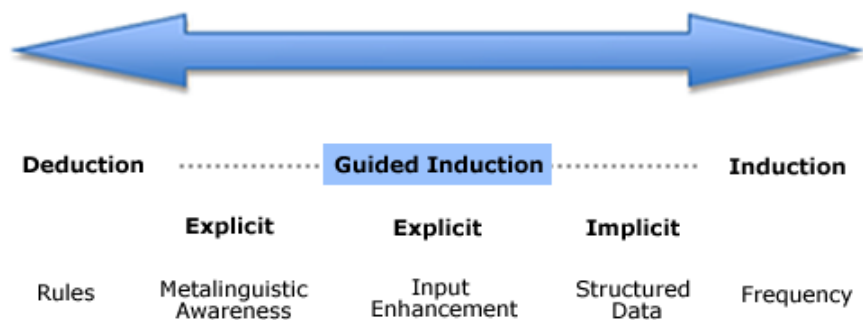
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## Teaching Grammar

- Explicit instruction – explaining the rules of grammar
- Implicit instruction – acquisition of language, embedded in communicative context
- Deductive instruction – rules are explained
- Inductive – students uses languages, no real effort to identify patterns of grammar

Laura Terrill, Blue Valley 2014

## Grammar Continuum



<http://coerll.utexas.edu/methods/modules/grammar/03/>

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## PACE

### A. Presentation

1. Teacher shows magazine photos and posters of Luis Miguel with his music playing, in the background As a class. discuss Luis Miguel and who he is
2. Students listen to the song, 'El día que me quieras.'  
Teacher will use question techniques to elicit the future form of verbs;  
¿Cómo será el hombre/la mujer de sus sueños? ¿Será guapo/a .....

### B. Attention to form

1. Give students cloze activity of the song.
2. Students listen to the song and fill in the blanks with the correct form of the verb in the future tense.

<http://web.cortland.edu/flteach/lessons/pace.html>

Laura Terrill, Blue Valley 2014

## PACE

### C. Co-Construction

1. As a class. review the correct verb forms in the cloze activity
2. List verbs on the board (Regular and irregular)
3. Discuss formation of the verbs and add other irregular forms

### D. Extension

1. Students will answer the question "How will the world change when you fall in love?" by giving 5 examples in Spanish.
2. Divide groups by sex and students compare and choose most popular answers.
3. As a class, list examples on the board under 2 headings: boys and girls Compare similarities and differences and discuss "'Who is more romantic?'. OR "what will the man (woman) of your dreams be like?"

<http://web.cortland.edu/flteach/lessons/pace.html>

Laura Terrill, Blue Valley 2014

## Yesterday – Today - Tomorrow

What did  
you do?

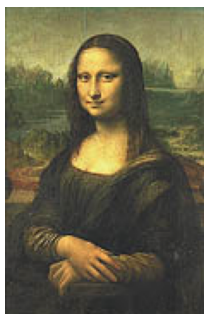


What are  
you going  
to do?

What are you doing?

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## Great Art of France: Virtual Visits



Elle s'appelle Mona Lisa. Elle a  
32 ans. Elle n'est pas jolie, mais  
elle n'est pas laide, non plus. Elle  
a les cheveux longs, pas noirs,  
pas blonds.....

Laura Terrill, Blue Valley 2014

## Structured Writings *Consider the difference.....*

Comment on a current event:

### Include:

- a verb that uses “avoir”
- a verb that uses “être”
- a reflexive verb
- two adjectives
- two connectors

### Include:

- explain what has happened
- comment on what is happening
- predict what will happen under different circumstances
- end by giving your thoughts on what should happen

Laura Terrill, Blue Valley 2014

## *Déçu à Paris*

J'ai voyagé à Paris.

Tu m'as écrit une lettre avant ton arrivée.

Mon amie est venue à Paris aussi.

Nous avons visité la ville.

Vous avez bien dîné le soir, pas moi, j'étais malade.

Mes amis se sont amusés, pas moi, j'ai dormi à l'hôtel.

Laura Terrill, Blue Valley 2014

## *Déçu à Paris*

I traveled to Paris.

You wrote me a letter before you arrived.

My friend also came to Paris.

We visited the city.

You ate well that evening, but not me, I was sick.

My friends had a good time, but I slept in the hotel.

Laura Terrill, Blue Valley 2014

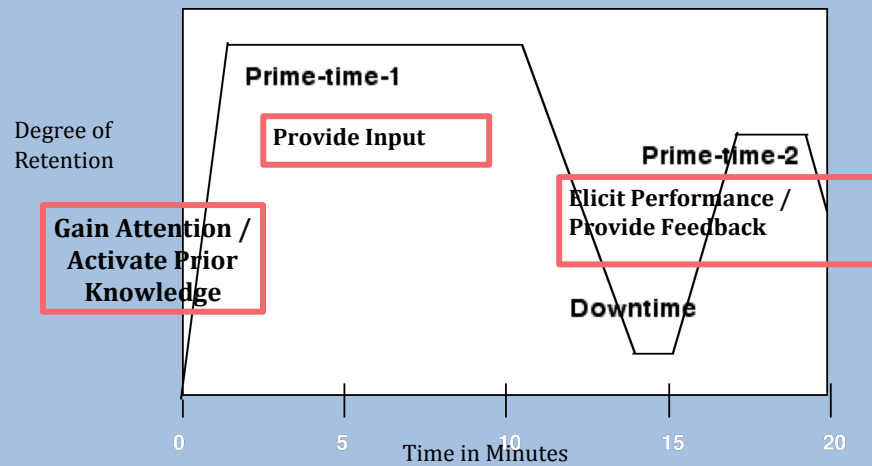
## Cinquain Poetry

Subject  
noun, noun  
adjective, adjective, adjective  
short sentence or phrase about the subject  
restate the subject

**Paris**  
museums, monuments  
dynamic, exciting, alive  
a cultural tapestry this  
City of Lights.

Laura Terrill, Blue Valley 2014

## Primacy-Recency



Laura Terrill, Blue Valley 2014

Adapted from Sousa

## Provide Input:

Cameroun: un jour dans la vie d'une réfugiée Centrafricaine

Students read the story of Binta.

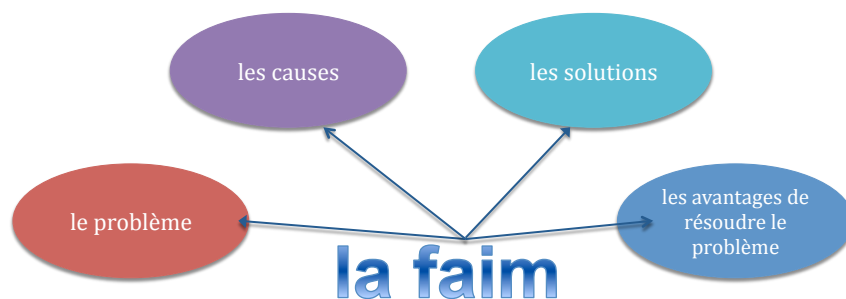


Voici Binta. Elle et sa famille ont fui leur village en République centrafricaine il y a 5 mois. Ils ont perdu presque tous leurs biens sur le chemin. Il sont arrivés au Cameroun il y a deux mois et vivent maintenant dans un camp de réfugiés dans le village de Mbile.

<http://fr.wfp.org/photos/gallery/cameroun-refugie-centrafricaine-rca-distribution-alimentaire>

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## Elicit Performance/Provide Feedback

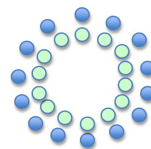


Students create a graphic organizer using words and phrases from texts to begin to develop the vocabulary they will need to talk about the topic.

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## Elicit Performance/Provide Feedback

- ❑ Students work with images from this and previous lessons. They brainstorm a list of questions.
- ❑ They share some of the facts about their images.
- ❑ They then engage in an inner-outer circle activity to question others about the images they hold.



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## Elicit Performance/Provide Feedback

### Quick Write



Using the graphic organizer you created with your group, write for (2) minutes about hunger — problems, causes and solutions. Include your personal thoughts.

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“Learning to speak another's language means taking one's place in the human community. It means reaching out to others across cultural and linguistic boundaries. Language is far more than a system to be explained. It is our most important link to the world around us. Language is culture in motion. It is people interacting with people.”

Sandra Savignon  
*Communicative Competence: Theory and Classroom Practice*

Laura Terrill, Blue Valley 2014